



THE BUSY DAY DOMINOES

Hi, I'm Granny Fixit!
I'm a character in a fun series
of **ELI** readers.
Come and discover my fantastic
adventures on the website
www.eligradedreaders.com!





Aims of the game

Learning verbs and how to conjugate them is an important and sometimes difficult step for students studying English. This is why ELI has devised a simple yet highly effective game in order to facilitate **A2-B1 level** students as they become familiar with the world of verbs.

As students play **The Busy Day Dominoes** they learn to use the various verb forms in a simple and fun way.

Contents

The game contains 48 domino cards. Each card has an illustrated action on the left-hand side, and a description with the verb in the infinitive form on the right-hand side.

The start card has an alarm clock on the left-hand side and the sentence 'Granny Fixit (*wake up*)' on the right-hand side. Play starts with this card and follows the rules of the traditional game of dominoes. Players must match the illustrated situation with the correct description. The teacher or group leader chooses which tense form to use (present, present continuous, past or future) to describe Granny Fixit's day.

Actions and verb forms:

(Here the verbs are in the 3rd person singular, but the game can also be adapted to use 3rd person plural forms. The teacher can also decide to include the past participle forms in order to introduce perfect tenses).

- 1 (*to wake up*) wakes up, is waking up, woke up, will wake up
- 2 (*to get up*) gets up, is getting up, got up, will get up
- 3 (*to have*) has, is having, had, will have
- 4 (*to brush*) brushes, is brushing, brushed, will brush
- 5 (*to dry*) dries, is drying, dried, will dry
- 6 (*to comb*) combs, is combing, combed, will comb
- 7 (*to get dressed*) gets dressed, is getting dressed, got dressed, will get dressed
- 8 (*to put on*) puts on, is putting on, put on, will put on
- 9 (*to have*) has, is having, had, will have
- 10 (*to drink*) drinks, is drinking, drank, will drink
- 11 (*to take*) takes, is taking, took, will take





- 12 (*to open*) opens, is opening, opened, will open
13 (*to go out*) goes out, is going out, went out, will go out
14 (*to walk*) walks, is walking, walked, will walk
15 (*to sit*) sits, is sitting, sat, will sit
16 (*to talk*) talks, is talking, talked, will talk
17 (*to run*) runs, is running, ran, will run
18 (*to ride*) rides, is riding, rode, will ride
19 (*to skateboard*) skateboards, is skateboarding, skateboarded,
will skateboard
20 (*to wait*) waits, is waiting, waited, will wait
21 (*to get on*) gets on, is getting on, got on, will get on
22 (*to get off*) gets off, is getting off, got off, will get off
23 (*to meet*) meets, is meeting, met, will meet
24 (*to do*) does, is doing, did, will do
25 (*to pay*) pays, is paying, paid, will pay
26 (*to go*) goes, is going, went, will go
27 (*to phone*) phones, is phoning, phoned, will phone
28 (*to send*) sends, is sending, sent, will send
29 (*to write*) writes, is writing, wrote, will write
30 (*to do*) does, is doing, did, will do
31 (*to listen*) listens, is listening, listened, will listen
32 (*to watch*) watches, is watching, watched, will watch
33 (*to clean*) cleans, is cleaning, cleaned, will clean
34 (*to cook*) cooks, is cooking, cooked, will cook
35 (*to welcome*) welcomes, is welcoming, welcomed, will welcome
36 (*to eat*) eats, is eating, ate, will eat
37 (*to laugh*) laughs, is laughing, laughed, will laugh
38 (*to dance*) dances, is dancing, danced, will dance
39 (*to play*) plays, is playing, played, will play
40 (*to sing*) sings, is singing, sang, will sing
41 (*to hug*) hugs, is hugging, hugged, will hug
42 (*to say goodbye*) says goodbye, is saying goodbye, said
goodbye, will say goodbye
43 (*to get undressed*) gets undressed, is getting undressed, got
undressed, will get undressed
44 (*to read*) reads, is reading, read, will read
45 (*to take off*) takes off, is taking off, took off, will take off
46 (*to turn off*) turns off, is turning off, turned off, will turn off
47 (*to sleep*) sleeps, is sleeping, slept, will sleep
48 (*to ring*) rings, is ringing, rang, will ring



How to play

The Busy Day Dominoes is an enjoyable game to play at home with friends or at school as part of the English lesson. In the classroom it becomes an excellent teaching tool to learn and revise verb forms and tenses.

The game is particularly flexible because the teacher or students can decide which tense form to use. So, choose the tense and start play by giving a short introduction: *It's Monday. What does Granny Fixit do on Mondays?* This indicates that students should form sentences in the present simple to describe a typical day. Now start the game by placing the alarm clock card on the table and saying: *It's eight o'clock. Granny Fixit wakes up.*

If you want to use the present continuous, prompt the students by saying: *It's Monday morning. What is Granny Fixit doing now?* Then place the alarm clock card on the table and say: *It's eight o'clock. The alarm clock is ringing.*

Similarly the past simple can be introduced by saying: *Yesterday was a busy day for Granny Fixit!*

Then place the alarm clock card on the table and say: *The alarm clock rang at eight o'clock.*

You can also adapt the game to practise the future tense by starting the game and saying: *What will Granny Fixit do tomorrow? The alarm clock will ring at eight o'clock.*

Games and teaching activities

Here are some ideas for fun teaching activities that are useful for checking students' understanding and introducing simple language structures.

Dominoes

The game can be played by several players or in teams. The teacher or group leader shuffles and hands out the





cards. The player with the domino card with the alarm clock and sentence 'Granny Fixit (*wake up*)', starts the game. The player conjugates the verb in the previously chosen tense and puts the card on the table. The player on the left needs the card with the illustration of Granny Fixit who is waking up. If the player doesn't have this card, he/she says 'Pass'. Play then continues until a player is able to place the correct card on the table.

Each time a player puts a card on the table, he/she must say the sentence, conjugating the verb correctly. The teacher checks if the verb is correctly formed, and points can be awarded for correct sentences. If the game is played at home, a game leader can be responsible for checking the answers. A useful reference list of actions and verb forms is on pages 2 and 3 of this instruction booklet. Each time a player forms an incorrect sentence, he/she must take a domino card from each of the other players. The winner is the first player to get rid off all their cards.

Memory game

Divide the players into two teams and put some cards face up on the table for each team. Then give the players a few minutes to look at the cards and memorise them. Now cover the cards and ask: '*What does Granny Fixit do? – What is Granny Fixit doing? – What did Granny Fixit do? – What will Granny Fixit do?*' Players write their answers on a piece of paper. Each correct sentence wins a point and the team with the most points is the winner.

If

Divide the class into two teams, then choose two cards which are suitable for forming conditional sentences. For example, hold up the alarm clock card and the card with Granny Fixit waking up. Then invite the two teams to



write a sentence in the zero or first conditional:

'If the alarm clock rings, Granny Fixit gets up.'

'If the alarm clock rings, Granny Fixit will wake up.'

You can adapt the game according to the language level of the class. For example, for higher level students you can apply the second conditional or third conditional:

'If the alarm clock rang, Granny Fixit would get up.'

'If the alarm clock had rung, Granny Fixit would have got up.'

Variation: Unlikely or highly unlikely situations

(Variation suitable for B1-B2 level students)

Divide the class into two teams and suggest some unlikely situations for the students. Each team has to write a likely outcome. In this case, the teacher can choose which conditional form to apply. For example:

'What happens if Granny fixit doesn't wear a helmet to skateboard?'

'What will happen if Granny Fixit doesn't wear a helmet to skateboard?'

'What would happen to Granny Fixit if she drank ten cups of coffee for breakfast?'

'What would have happened if Granny Fixit had sent her email to the wrong person?'

First, then, after

The aim of this game is to encourage students to use adverbs of time: *first, then, after, next, later, finally*. Choose several cards and put them on the table. Then invite a student to choose a card. The student starts to tell a story: *'In the morning the alarm clock rings at eight o'clock.'* The next player chooses a card and continues: *'Then Granny Fixit gets up,'*... another student continues:





'After she has breakfast,' ... and the last student concludes the story with: 'Finally she leaves the house.' The length and number of sequences depends on how many cards the teacher chooses to put on the table.

Copycats

In this game students repeat what the teacher or group leader says, but only if the sentence is correct! For example, the teacher shows the illustration of a card and says a sentence. If the sentence is correct, the students repeat it. If the sentence is incorrect, they must say the correct sentence.

The teacher can choose to focus attention on the correspondence of illustration-action, or also on the verb tense. For example, show the card with Granny Fixit drinking coffee and say: *'Granny Fixit eats biscuits.'* In this case players say the sentence with the correct vocabulary: *'No, Granny Fixit drinks coffee.'*

Or, show the card with Granny Fixit listening to music and say: *'Yesterday Granny Fixit listens to music.'* In this case players say the sentence with the correct tense form: *'Yesterday Granny Fixit listened to music.'*

Charades

Put the class into pairs. Each pair takes turns to choose 4-5 cards and puts them into a sequence. They mime their sequence in front of the class and the other pairs must say what is happening. The first pair to correctly guess, chooses their cards and mimes their sequence.

Variation: individual mime

Students take turns to choose a card and mime the action for the others to guess. The student who guesses correctly, chooses a card to mime.



*These are just a selection of activities to use with **The Busy Day Dominoes**. They are intended as a starting point and you can use the game as you prefer, according to the language level of the class and your own teaching aims. You can develop the game with various activities to help and encourage students as they learn the English language.*

CEFR levels:
Common
European Framework
of Reference
for Languages

A1	Beginner
A2	Elementary
B1	Intermediate
B2	Upper intermediate
C1	Advanced
C2	Proficiency

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